U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) [] Charter [] Title I [] Magnet [] Choice

Name of Principal: Mrs. Nancy Pfister

Official School Name: Chamberlain Elementary School

School Mailing Address:
4901 Venable Ave. SE
Charleston, WV 25304-2019

County: Kanawha State School Code Number*: 39215

Telephone: (304) 348-1969 Fax: (304) 348-1970

Web site/URL: http://kcs.kana.k12.wv.us/Chamberlain/ E-mail: npfister@access.k12.wv.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Ronald Duerring

District Name: Kanawha County Tel: (304) 348-7732

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Becky Jordon

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2004.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

46	Elementary schools (includes K-8)
14	Middle/Junior high schools
8	High schools
0	K-12 schools
68	**TOTAL**

2. District Per Pupil Expenditure: 8884

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[X] Urban or large central city
[ ] Suburban school with characteristics typical of an urban area
[ ] Suburban
[ ] Small city or town in a rural area
[ ] Rural

4. 33 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	11	9	20	**6**			0
K	14	25	39	**7**			0
1	18	16	34	**8**			0
2	18	19	37	**9**			0
3	22	15	37	**10**			0
4	18	24	42	**11**			0
5	13	20	33	**12**			0
		TOTAL STUDENTS IN THE APPLYING SCHOOL					242

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
7 %	Asian
22 %	Black or African American
2 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
69 %	White
0 %	Two or more races
100 %	**Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 17 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	18
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	22
(3)	Total of all transferred students [sum of rows (1) and (2)].	40
(4)	Total number of students in the school as of October 1.	242
(5)	Total transferred students in row (3) divided by total students in row (4).	0.165
(6)	Amount in row (5) multiplied by 100.	16.529

8. Limited English proficient students in the school: 3 %

Total number limited English proficient 6

Number of languages represented: 7

Specify languages:

Vietnamese, Arabic, Spanish, Gujarati, Indonesia, Tagalog, German

9. Students eligible for free/reduced-priced meals: 54 %

Total number students who qualify: 126

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %

Total Number of Students Served: 34

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1	Autism	1	Orthopedic Impairment
0	Deafness	2	Other Health Impaired
0	Deaf-Blindness	3	Specific Learning Disability
1	Emotional Disturbance	20	Speech or Language Impairment
1	Hearing Impairment	1	Traumatic Brain Injury
3	Mental Retardation	1	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	12	1
Special resource teachers/specialists	2	1
Paraprofessionals	2	0
Support staff	0	1
Total number	17	3

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **20 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	98%	98%	99%	99%
Daily teacher attendance	93%	96%	95%	96%	97%
Teacher turnover rate	0%	8%	8%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

During the 2008-2009 school year, one teacher had knee replacement surgery. The drop in the percentage of teacher attendance is the result of this absence.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

Chamberlain Elementary School was built in 1920. It serves a diverse school population. (Total enrollment 242; percent low income 54.05; percent white 69; percent black 22; percent Asian 7; percent Hispanic 2; attendance rate 97.57%). The staff realizes the importance of meeting the students' emotional and social needs as well as their academic goals. To facilitate growth in these areas, the teachers actively seek input through parent conferences, conferences with the child, and consultations with identified community agencies. Chamberlain's mission is to prepare all students to become successful citizens in the twenty-first century. In addition to this, we have specific core beliefs. These beliefs are: (1) school should provide a creative, positive, and safe learning environment where all students will achieve and be prepared for life-long learning in a global society; (2) it is essential to set high standards for achievement and behavior of students as well as teachers; (3) students, parents, staff, and the community must work as a partnership to foster learning; (4) leadership and accountability are keys to success for creating a 21st century school.

Chamberlain Elementary has received numerous awards, including WV School of Excellence and WV Exemplary School. Chamberlain received the highest ranking, a score of 10, on the GreatSchools.com website.

Although community trends show an increase in poverty levels and drug and alcohol abuse as reflected in police reports noting crime in our area, Chamberlain students continue to achieve impressively above expected scores because of the staff's high standards. Students are viewed as "over achievers" who defy the odds makers. The climate in our school is positive, and our students consider Chamberlain as a happy place for learning. The children develop positive self-concepts and gain self-confidence through the nurturing of teachers who look for the best in each child.

The staff not only sets high standards for the students, but also for themselves. Non-instructional activities are performed when the children are not in the classrooms. Motivation and dedication are evident in the high participation of staff in training sessions, workshops, graduate classes, conferences, and professional development. These activities occur outside the work day. The staff willingly shares new techniques, methods, current research, programs, and expanded areas of expertise with one another, students, and parents. Although Chamberlain is not a Title I school and does not receive extra funding, our Home-School Association provides needed services, equipment, and supplies. Carpeted hallways, air-conditioned classrooms, and aquariums filled with sea life are a part of the environment. A well-equipped computer lab, computers in every classroom, six data projectors, six Interactive White Boards, four document cameras, and the latest in technology can be experienced by an inspection of our facility.

The age of our building tends to go unnoticed, replaced by the brilliance of an environment filled with warmth, concern, and the exchange of knowledge. There is a superb blending of modern technique and technology in an atmosphere designed to foster individuality, creativity, responsibility, and a strong desire for learning.

Our elementary school is a team with each member – principal, teacher, parent, and child – accepting responsibility for the educational program. Through our team effort and lack of concern for individual credit, our children are successful, and therefore our school is successful.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

In 2003 the West Virginia Department of Education and CTB McGraw Hill developed the West Virginia Education Standards Test (WESTEST). This criterion referenced test was administered yearly to all students in grades 3 - 11, unless the student qualified for alternate assessment. The WESTEST measures students' achievement of West Virginia Content Standards and Objectives (WV CSOs) in reading/language arts, math, social studies, and science. Levels of student achievement include the following:

- Distinguished: An exception/exemplary performance that goes beyond course or grade level standards.
- Above Mastery: A competent/proficient performance that exceeds course or grade level standards.
- Mastery: A solid academic performance that meets course or grade level standards.
- Partial Mastery: A basic understanding performance but lacks a consistent application of course or grade level standards.
- Novice: A performance that does not demonstrate fundamental knowledge/skills of course or grade level standards.

All students were/are expected to score at Mastery or above in reading/language arts and math by 2014. Adequate Yearly Progress (AYP) standards are established yearly as a means to measure equitable progress towards the 2014 goal.

Prior to the 2008-2009 school year, fourth and fifth grade students participated in a second state assessment, the WV Writing Assessment. Students were required to show proficiency in five skill areas of writing: organization; development; sentence structure; word choice; and mechanics. Students were scored using a rubric with a range from 0 (lowest) to 6 (highest).

In the 2008-2009 school year, the WESTEST was replaced with WESTEST2. WESTEST2 was developed using standards that aligned with the National Assessment of Educational Progress (NAEP) as well as with the WVCSOs. WESTEST2 is a more rigorous assessment which tests depth of knowledge rather than recall. Scores in most schools dropped with the administration of WESTEST2.

The WV Writing Assessment became a part of WESTEST2, and the scores from the five tested areas of writing were included with each student's reading/language arts score. The Writing Assessment was administered to third, fourth, and fifth grade students online rather than the previous paper/pencil method.

Chamberlain's WESTEST2 data reflect that all students have declined in all areas tested as compared to the previous WESTEST data.

Reading scores are as follows:

- Third grade students show 97% mastery
- Reading scores of Fourth graders achieved 89% mastery
- Fifth graders have 90% mastery

Math scores are as follows:

- Third grade, 94% mastery

- Fourth grade, 84% mastery
- Fifth grade, 87% mastery

A more careful review of the subgroups shows a decline in math scores of special education students and one Hispanic student. Fifth grade subgroups (special education, Asian, and low SES) dropped in reading and math. An examination of individual student scores showed that the WESTEST2 scores and classroom benchmark data of the noted students identified the same weaknesses.

In an ongoing effort to address these weaknesses, the services of the interventionist and special education teacher are carefully scheduled. To further ameliorate the weaknesses, staff members make personal connections with students who are considered at risk; tutors from the University of Charleston are utilized after school two days each week to tutor students who showed partial mastery on WESTEST2. Volunteers from our business partner, Energy Corporation of America (ECA), give up their lunch hour to tutor students who need help with English or show a weakness in basic skills.

2. **Using Assessment Results:**

Formative assessments are a cornerstone of Chamberlain's data collection. These tests give us a snapshot of each child's performance, and allow us to gauge areas where a student needs to advance.

WESTEST2, a summative instrument, includes annual accountability standards. Each fall teachers analyze WESTEST2 data and identify those students who did not achieve Mastery. This information is used in planning cohesive curricular and instructional changes for the academic year.

Teachers in grades K – 3 use DIBELS (Dynamic Indicators of Basic Early Literacy Skills) as a diagnostic tool for determining reading success. Measuring fluency and comprehension, DIBELS data and teacher recommendations determine which students are referred to Response to Intervention. This three-tier reading model is designed to meet the instructional needs of young students and applies a descriptive approach to addressing our students' reading difficulties.

Tier I includes the following three elements: a core reading program based on specific reading research; benchmark testing of students (at least three times a year) to determine instructional needs; and ongoing professional development to provide teachers with the necessary tools to ensure every student receives quality reading instruction.

Tier II provides an additional thirty minutes of reading intervention daily. Skills being taught by the classroom teacher are supported and reinforced during this thirty-minute period. Students in Tier III are provided two thirty-minute sessions per day in small groups or one-on-one interaction.

Our interventionist uses Read Naturally to help students who struggle with oral reading fluency. The special education teacher uses multiple materials and differentiated instruction to address students' learning needs.

Teachers in grades 3 – 5 use Acuity, an online benchmark test that is aligned to WV Content Standards and Objectives. This program provides a snapshot of student progress which is used to guide instructional design and interventions.

PearsonSuccessNet.com, available in kindergarten through fifth grades, is used as both a baseline reading assessment and a weekly benchmark assessment. Teacher-designed tests, constructed responses, and authentic projects are used to assess progress, differentiate instruction and make instructional adjustments.

Everyday Mathematics is the math program taught at Chamberlain Elementary School. This program was developed through the University of Chicago School Mathematics Program and enables children to learn mathematical concepts and become life-long mathematical thinkers. Teachers implement strategies that result in higher math achievement. Programs like *Everyday Math Games*, Marzano Higher Level Questioning, Riverdeep Destination Math, Acuity, and Thinkfinity are used to increase depth of knowledge and measure students' understanding of these skills.

By utilizing ongoing formative and summative assessment results, our teachers are continually adapting and adjusting curriculum and instruction to best meet the needs of our students.

3. **Communicating Assessment Results:**

Communication among students, teachers, and parents is essential to student progress and performance. At Chamberlain Elementary, assessment and performance data are communicated in a variety of ways. Computer-generated midterm reports and report cards are sent home to each family. Families may access their child's academic progress through Edline, an online grade book, calendar, and communication tool.

Palm pilots are used to record DIBELS scores of students in kindergarten through third grades. These assessments are sent to parents in a printed, graphic form. The DIBELS benchmark results may also be viewed online.

The WV Report Card, posted on the WV Department of Education's website annually, compares the school's data to county and state data. This report includes WESTEST2 data.

The school newsletter is posted on the school's website (http://kana.k12.wv.us/chamberlain.html) and is sent home monthly. Teachers contribute classroom news to the publication, and individual students are recognized and rewarded for showing academic growth.

Each family receives a letter explaining the WESTEST2 summative assessment and how to interpret their child's results. Individual reports and the Individual Item Analysis report offer a breakdown of each skill that was tested. Strengths and weaknesses in reading/language arts/writing, math, science, and social studies are noted in the Individual Item Analysis report. WESTEST2 results are posted on the state's website https://wveis.k12.wv.us (WVEIS web main menu; school; NCLB Data).

The school's Five-Year Strategic Plan is linked to the school's website. This plan is developed based on data received from WESTEST2. External trend data, student achievement data, and an analysis of culture, conditions, and practices are essential components of the Five-Year Strategic Plan.

Parents are invited to attend weekly Student Assistance Team meetings. The SAT proposes interventions to address academic weaknesses and/or strengths, social, and behavioral issues. An annual review is held for students who have an **I**ndividual **E**ducation **P**lan. Parents are encouraged to attend this review where goals and academic modifications are written to assist in the acquisition of skills in the content areas. For students to succeed, parent communication and participation are essential.

4. **Sharing Success:**

At Chamberlain Elementary, we continually raise the achievement bar for our students and ourselves. While we are constantly striving to improve, it is also important to pause and acknowledge and celebrate student success and school accolades.

The Central Office is instrumental in releasing test data, county and state rankings, awards, contest winners, school report cards, and statistical information to the public and all the county schools. They prepare press releases, brochures, emails, television spots, and information on county and state websites to share successes to all the schools of our system.

Administrative supervisors and leaders in our system send teachers from other county schools to visit and observe instruction in our classrooms. They meet with our principal and staff members to ask about our successful procedures, policies, and strategies. The state superintendent, deputy superintendent, and special education director visited to see first hand our staff and students in motion. They met with some of our classroom teachers to discuss our success and ask questions. Their visit to our school and the high achievement of our students was then discussed at state meetings.

Individuals on our staff stay active in county and state cadres which provide them the opportunity to interact with staff from other schools. We have teachers who serve in leadership roles in professional learning communities, have been staff members for the Kanawha Teachers' Academy, and are trainers for the WV Center for Professional Development. Several of our teachers were selected as members of the 21st Century Teacher Leadership Institute during summer training. This provides a forum for sharing with a range of teachers from many different schools, county and state.

Our parents, students, and community partners truly help in sharing our success. Parents have such pride in our school, and the achievements of our children, that they want to spread the news to everyone. Consequently, we have many out-of-area students as well as a waiting list of students wishing to become part of our family. Our school is recognized in our community because of the buzz created by our families and partners.

Our desire is for all students to become successful citizens in the 21st Century. If sharing the successes accomplished in our school can help others, then we will strive to find ways to do so. Our teachers believe in sharing ideas, welcoming visitors, and taking part in leadership roles. Success for our students is our goal. Sharing that success enables us to learn and then become better teachers.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The environment at Chamberlain encourages all children to achieve to their highest potential. We expect the students to be present, punctual, and prepared. The school sets high standards for all students, with the expectation that students will be actively engaged and tenacious in working to their best potential. Structure and consistency are essential parts of the daily routine that enable our students to be successful learners. Each classroom begins the day with the same procedures: taking the roll; Daily Oral Language lesson; Math Message; the Pledge of Allegiance; a patriotic song; recitation of the class mission and peace promise; and recording of the homework. An assignment notebook is given to each student which is also used for daily communication with parents. The consistency throughout all grade levels allows the children to focus their energy on learning; thus, the potential for behavioral issues that interrupt instruction decreases because students know the expectations when entering the classroom. This same consistency flows into the next school year.

Classroom instruction emphasizes basic skills which are delivered through a 21st century approach. Problem solving, critical thinking, and teamwork are incorporated into all curricular areas. In grades Kindergarten through third, the focus is on Reading and Math; however, through the support of the Reading and Math programs, we are able to integrate the curriculum to meet the needs of our students in other content areas. In grades four and five, all areas of the curriculum are thoroughly covered with a variety of research-based instructional strategies and assessments to ensure the students are taught in the modality to become successful learners.

Our Reading Language Arts program builds readers through motivation. The literature is engaging with many links to Science and Social Studies. Each grade level includes skill instruction, differentiated instruction, progress monitoring, and small group guided reading with the grammar and spelling as an outgrowth of the weekly story. DIBELS is used with kindergarten through third grade students for early detection of potential reading problems. Additional instruction is provided by a reading specialist using the Response to Intervention (RTI) model.

Everyday Mathematics was developed as the result of the University of Chicago School Mathematics Project (UCSMP) to empower children to learn more mathematical content and become life-long mathematical thinkers. Instruction includes multiple methods and strategies for problem solving; exploration, discovery, and collaborative learning are encouraged.

The science program is based upon three levels of inquiry which engage students in activities that develop a strong science foundation and help them gain a full understanding of the inquiry process. Directed and guided inquiries along with video clips and explorations from DiscoveryEducation.com give students a hands-on approach to learning.

The Social Studies curriculum encourages students to explore history, geography, economy, and civic concepts. Students are introduced to past, present, and future geographic places and regions. Integration of learning skills and technology tools helps students meet both West Virginia and 21st century objectives.

High quality fine arts programs bring richness to our school community. Art and music provide for the development of competent, creative, and critically thinking students who will be prepared to compete in a global society. Our students have access to balanced programs in music and art. As well as general art and music classes, students are provided the opportunity to participate in strings, recorder club, chorus, public

performances, and art shows. Third, fourth, and fifth level students may audition for selection to attend the Chandler Magnet Music School of theater and performing arts.

The integration of curriculum and state standards allows us to engage all students to become active participants in their education. With this in mind, Chamberlain students walk out our doors into the world prepared to become successful participants in the 21st Century.

2a. **(Elementary Schools) Reading**:
(This question is for elementary schools only)

The focus of the reading curriculum at Chamberlain Elementary is to build strong readers and critical thinkers. Since children have a broad spectrum of development in the elementary years, we strongly believe in using a variety of instructional techniques to reach all learners. The Reading curriculum is developed around the Response to Intervention (RTI) model. It includes tiered instruction to support students based on their individual needs. This is impossible without the use of assessment data to drive the instruction and constant monitoring of student progress.

Our students gain and persist in all skill/topic areas with an approach of assess, instruct, monitor, and adjust. We look at the students as individual learners and adjust our instruction to fit their learning. Collaboration among the staff is a main component for our school's success in reading. As teams we analyze data to determine the types of interventions needed. Examining the results, we determine the areas that need addressed and which students need extra support.

For Tier I instruction, Chamberlain uses the Scott Foresman Reading Street Program during the 90 minute uninterrupted reading block. This series uses research-based strategies in the areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary. Explicit instructional routines teach core material in a whole group setting. Also included are: strategic interventions and advanced lessons in order to differentiate instruction; leveled readers to practice the core theme, skills, and vocabulary; technology, with the use of on-line assessments, leveled readers, and vocabulary which the students can access at home; ancillary subjects of grammar, spelling, writing, science and social studies; and supporting materials such as big books, audio tapes, and practice workbooks to name a few. Included in the kindergarten through second grade curriculum is a supplemental phonics program, Saxon phonics. The combination of these programs enables teachers to reach all learners by utilizing a comprehensive approach to literacy.

Tier II and Tier III instruction is administered outside the classroom by a Reading Interventionist, Resource Teacher, and any available qualified instructor. The students are placed in small, flexible groups based on their needs. They receive intensive explicit instruction in the area where they demonstrate weakness. Student progress is monitored once or twice a month to determine the areas of needed support. Instruction is adjusted accordingly.

By using this comprehensive approach to reading instruction and a balance of assessments, the students and teachers are taking ownership in their learning and becoming confident and successful readers.

2b. **(Secondary Schools) English:**
(This question is for secondary schools only)

3. **Additional Curriculum Area:**

Chamberlain's educators believe that incorporating technology across curricular areas ensures that every student is proficient in twenty-first century learning content. WV CSOs and Teach 21 Instructional Guides provide a framework to develop daily lessons that integrate technology within content instruction.

Intelliboards, data projectors, and document cameras are used in grades 2-5, and all students have access to classroom computers. Our computer lab is equipped with 25 computers and a data projector. Engaged in a weekly class that encourages higher level thinking and exploration through technology, classroom instruction's extensive usage of the current lab led to plans for an additional lab to be equipped with an Interactive White Board and 30 computers along with a teacher's station. Signing an Acceptable Use Policy, all students demonstrate responsible, appropriate behavior while using technology tools.

Our K-5 students use the following programs in which our teachers have been extensively trained:

- Scott Foresman Pearson Success Net assesses and remediates reading skills and provides science activities.
- RiverDeep is a basic skills reinforcement program.
- Typing Time for keyboarding skills.
- Acuity is a web-based platform for assessment.
- Writing Roadmap provides prompts and scores student's writing.
- Accelerated Reader encourages reading.
- DIBELS progress monitors reading.
- Weekly Reader News digital editions.
- Discovery Education integrates curriculum through video clips, virtual labs, and lesson plans.
- Edline provides communication between school and parents and is a record keeping tool for teachers.
- EM Games allows students to access games from the *Everyday Math* program at school and home.
- Webinars connects educations throughout the state.

SchoolKiT techSteps is a project-based learning model. Each level has technology-driven activities based upon one or more content standards for that grade. These projects are evaluated with a rubric for creativity and innovation, communication and collaboration, research and information fluency, critical thinking, and problem solving, digital citizenship, and technology operations and concepts. All are essential twenty-first century learning concepts.

4. **Instructional Methods:**

Differentiated instruction at Chamberlain Elementary begins with knowledge: knowledge of curriculum, appropriate expectations, and most of all, knowledge of students. We determine the various skill levels present in our classrooms through formal and informal assessments, such as previous and current grades, WESTEST (state test) scores if applicable, benchmark tests such as Acuity and Scott Foresman, classroom performance, observation, interviews, and student behavior. Our teachers are keenly aware of students who are ESL, hearing or visually impaired, have medical conditions or special needs determined by an IEP or 504 plan. We are also familiar with student interests, talents, motivation, and support available outside the school.

All of these parameters combine to give each teacher a telescopic view of individual student strengths and areas of need. Once strengths, weaknesses, and skill levels are identified, the teacher begins the process of differentiating instruction to maximize learning. Our repertoire of instructional strategies includes direct instruction, inquiry-based instruction, cooperative learning, guided reading, co-teaching, and reciprocal teaching.

During direct instruction, information is presented visually, auditorily, and through hands-on examination when possible. We use available technology, such as Intelliboards, Elmos, computers, and other tools to assist in instruction. We encourage higher level thinking and problem solving through inquiry-based instruction in independent and small group formats. Cooperative learning is practiced in teacher training sessions and used in the classroom to give students of varying knowledge a chance to learn.

Outside the general education classroom, we differentiate instruction through RTI (Response to Intervention) and resource classes. Reading instruction is presented in three different tiers in small groups through the RTI model. Student progress is monitored every two to three weeks and instructional strategies, curriculum, and groups changed to meet individual needs. Resource classes are offered in reading, math, and written language to students with IEPs (Individualized Education Plans). The interventionist and special educator also co-teach and instruct small groups in the general education setting.

We recognize and encourage students who struggle because of poor motivation and lack of support outside the school environment. Each teacher has "taken under their wing", a student who needs additional instruction or support. These students may receive tutoring before, during, or after school from teachers, volunteers, or peers as well as counseling, classroom modifications, or behavioral support.

Our staff daily seeks to meet the needs of our diverse population through varying approaches to instruction and assessment.

5. **Professional Development:**

Professional development at Chamberlain Elementary encompasses workshops and trainings across curricular areas. Teachers have been trained in the strategies of Thinking Math which are correlated to the NCTM standards. These strategies along with Everyday Mathematics have improved students' understanding of numbers and approaches to problem-solving.

Professional development in Reading Language Arts enables staff to utilize best practices that meet the WV Content Standards and Objectives. Dynamic Indicators of Basic Early Literacy Skills screening assessment identifies students in grades K-3 who are at risk for reading difficulties. These students receive extra instruction through the Response To Intervention model and are monitored throughout the year. Written language is developed through the use of 6+1 writing elements and practiced with an online program, Writing RoadMap.

Authentic re-enactments and virtual tours from Discovery Education streaming videos make Social Studies and Science Content Standards come alive. These powerful visuals enhance students' understanding, and consequently, students' achievement is increased.

Teach 21 http://wvde.state.wv.us/teach21/ and Acuity are used to develop lessons and identify strengths and weaknesses in the Content Standards. Instruction is adjusted as needed.

Teachers are leading students through TechSteps http://www.techsteps.com/ which is interwoven through all curricular areas. Interactive whiteboards and document cameras enable hands-on student learning.

Marzano's methods from Instruction That Works, Alderman's Classroom Management Techniques, and book studies using Whitaker's What Great Teachers Do Differently: 14 Things That Matter and Dealing with Difficult Parents give staff a deeper knowledge base for instructing children and communicating with parents. Edline grade management is an online mechanism for communication.

Teachers meet in small groups to study student achievement. These Professional Learning Communities (PLCs) research strategies to address deficiencies identified through analysis of test data and classroom observation. The PLC members apply these strategies in their classrooms with individual learners. The PLC meets regularly to share progress and provide support as each strives to improve teaching and student learning. The meetings provide a forum for sharing trainings so that all may benefit.

We believe a continuous search for the best, most relevant practices is critical for the success of Chamberlain's students.

6. **School Leadership:**

Our school could be compared to a ship at sea where every crew member has the ability and opportunity to take the helm and wear the captain's hat. During a school year, every teacher is encouraged to assume a variety of leadership roles. We look at ourselves as one team providing the best learning environment for our students and having the highest expectations for all to become successful citizens.

The principal guides the focus of the entire school community. Her passion, dedication, commitment, and tireless efforts inspire students, teachers, parents, and community members to "dream more, learn more, do more, and become more". She demonstrates that hard work is the key to achieving goals and under her leadership everyone feels impelled to excel. Classroom visits by the principal occur daily and she is knowledgeable about each child and their performance. She is accessible to all students, parents, and employees and willing to listen to new ideas and initiatives. Her philosophy is whatever is best for the student is the path for the ship to follow.

Because of the efforts of our principal, the parents and community members, especially our business partners, have increased their involvement in our school and are active in initiating, designing, and steering programs and projects to improve our students' well being and achievement. She is talented in articulating the needs of our students and the community responds. This interaction has developed a sense of ownership and feeling of pride in all who help our school set its course.

Staff meetings and Professional Learning Communities led by facilitators are held to analyze data, discuss student performance, share information, and achieve consensus so that policies and programs are developed that will improve student achievement. Results of Standardized Tests are examined during these meetings to determine our focus for the school's Strategic Plan. During Faculty Senate meetings, classroom instruction and activities are discussed in an open manner. Leaders emphasize school unity and school-wide routines. Students learn they are respected, loved, and that they are also responsible for their learning.

Our ship was built with many hands all working toward improving the achievement of our students. We will continue to polish, repair, and update so that each student aboard will reach their potential and be a successful citizen in the twenty-first century.

PART VI - PRIVATE SCHOOL ADDENDUM

This section is for private schools only

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: WESTEST2/WESTEST

Edition/Publication Year: 2008-2009/2004-2008 Publisher: CTB McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
*mastery/above mastery/distinguished	94	100	91	97	96
*distinguished	77	89	41	70	59
Number of students tested	35	35	32	37	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
*mastery/above mastery/distinguished	89	100	86	93	94
*distinguished	63	85	21	57	56
Number of students tested	12	13	14	14	16
2. African American Students					
*mastery/above mastery/distinguished		100		91	
*distinguished		82		55	
Number of students tested		11		11	
3. Hispanic or Latino Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
4. Special Education Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
5. Limited English Proficient Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
6. Largest Other Subgroup					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					

Notes:
*Proficient Plus in the state of West Virginia corresponds to Mastery and Above Mastery. Advanced corresponds to Distinguished.

2004-2005 Students participated in WesTest.

2008-2009 WesTest replaced by WesTest2, a more rigorous summative assessment.

Subject: Reading Grade: 3 Test: WESTEST2/WESTEST

Edition/Publication Year: 2008-2009/2004-2008 Publisher: CTB McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
*mastery/above mastery/distinguised	97	100	91	100	96
*distinguished	60	80	50	69	63
Number of students tested	35	35	32	36	27
Percent of total students tested	100	100	100	97	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
*mastery/above mastery/distinguised	95	100	86	100	94
*distinguished	47	77	43	50	50
Number of students tested	19	13	14	14	16
2. African American Students					
*mastery/above mastery/distinguised		100		100	
*distinguished		73		45	
Number of students tested		11		11	
3. Hispanic or Latino Students					
*mastery/above mastery/distinguised					
*distinguished					
Number of students tested					
4. Special Education Students					
*mastery/above mastery/distinguised					
*distinguished					
Number of students tested					
5. Limited English Proficient Students					
*mastery/above mastery/distinguised					
*distinguished					
Number of students tested					
6. Largest Other Subgroup					
*mastery/above mastery/distinguised					
*distinguished					
Number of students tested					

Notes:

Subject: Mathematics Grade: 4 Test: WESTEST2/WESTEST

Edition/Publication Year: 2008-2009/2004-2008 Publisher: CTB McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
*mastery/above mastery/distinguished	84	93	92	100	92
*distinguished	59	68	46	87	51
Number of students tested	37	28	39	15	37
Percent of total students tested	100	97	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
*mastery/above mastery/distinguished	92	92	88	100	87
*distinguished	50	62	19	60	33
Number of students tested	12	13	16	10	15
2. African American Students					
*mastery/above mastery/distinguished	91		92		79
*distinguished	64		23		14
Number of students tested	11		13		14
3. Hispanic or Latino Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
4. Special Education Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
5. Limited English Proficient Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
6. Largest Other Subgroup					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					

Notes:

Subject: Reading Grade: 4 Test: WESTEST2/WESTEST

Edition/Publication Year: 2008-2009/2004-2008 Publisher: CTB McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
*mastery/above mastery/distinguised	89	96	97	100	95
*distinguished	43	46	46	55	49
Number of students tested	37	28	39	20	37
Percent of total students tested	100	97	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
*mastery/above mastery/distinguised	75	92	94	100	93
*distinguished	33	31	25	50	27
Number of students tested	12	13	16	10	15
2. African American Students					
*mastery/above mastery/distinguised	82		92		86
*distinguished	36		38		21
Number of students tested	11		13		14
3. Hispanic or Latino Students					
*mastery/above mastery/distinguised					
*distinguished					
Number of students tested					
4. Special Education Students					
*mastery/above mastery/distinguised					
*distinguished					
Number of students tested					
5. Limited English Proficient Students					
*mastery/above mastery/distinguised					
*distinguished					
Number of students tested					
6. Largest Other Subgroup					
*mastery/above mastery/distinguised					
*distinguished					
Number of students tested					

Notes:

Subject: Mathematics Grade: 5 Test: WESTEST2/WESTEST

Edition/Publication Year: 2008-2009/2004-2008 Publisher: CTB McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
*mastery/above mastery/distinguished	87	93	100	94	95
*distinguished	45	64	88	61	58
Number of students tested	31	44	17	36	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
*mastery/above mastery/distinguished	75	83		87	91
*distinguished	25	39		40	41
Number of students tested	12	18		15	22
2. African American Students					
*mastery/above mastery/distinguished		83		87	90
*distinguished		50		40	30
Number of students tested		12		15	10
3. Hispanic or Latino Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
4. Special Education Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
5. Limited English Proficient Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
6. Largest Other Subgroup					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					

Notes:

Subject: Reading Grade: 5 Test: WESTEST2/WESTEST

Edition/Publication Year: 2008-2009/2004-2008 Publisher: CTB McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
*mastery/above mastery/distinguished	90	98	100	92	89
*distinguished	42	59	71	50	53
Number of students tested	31	44	17	36	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
*mastery/above mastery/distinguished	83	94		80	82
*distinguished	25	33		40	36
Number of students tested	12	18		15	22
2. African American Students					
*mastery/above mastery/distinguished		92		80	70
*distinguished		42		27	30
Number of students tested		12		15	10
3. Hispanic or Latino Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
4. Special Education Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
5. Limited English Proficient Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
6. Largest Other Subgroup					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					

Notes:

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